

MARK SCHEME for the November 2005 question paper

1123 ENGLISH LANGUAGE

1123/02

Paper 2 maximum raw mark 50

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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QUESTION 1: 2 marks (1+1) [From paragraph 1]

Question 1(a) 1 mark
 'pet owners'
 that they will behave as you / they want them to // they will do as they are told / as you / they wish // be obedient

Accept lift of lines 1 –2 'It is a curious thing..... like them to'. Excess denies.

Accept single word answers e.g. obedience. (1)

Question 1(b) 1 mark
 'single characteristic'
 a strong personality // could not be forced / coerced (into a set pattern of behaviour) (1)

personality (alone) =0 strong (alone) =0. Lift of lines 2-3 'However, some animals.....wish' = 0

QUESTION 2: 5 marks (1 + 2 + 2) [From paragraph 2]

Question 2(a) 1 mark
 'effect of forest scene'
 (he felt) relaxed / at ease / calm / carefree / peaceful / happy / contented
 Accept lift of lines 9 – 10 'I felt totally relaxed and at ease', even although agent is incorrect for the question. (1)

Question 2(b) 1 mark
 'two reasonspuzzled'
 Answers must focus on lack of knowledge of WHERE and WHAT, rather than his attempts to solve the mystery.
 A. he did not know where the sound had come from (1)
 B. he did not know what (creature) had made the sound (1)

Under A. do not accept lift of line 12 'trying to see... come from'. Candidates must distil the answer.
 Under B. accept lift of lines 12 –13 'it seemed...from a bird'. Excess denies.
 If more than two reasons are offered, mark first two only. Two correct answers in one limb = 1 max.
 But accept candidate's division.

Question 2(c) 2 marks
 'good fortuneskill'
 Note that this is an 'own words' question. Key words are 'FORTUNE' and 'SKILL'. Ignore attempts at 'more' and 'good'. Ignore grammatical form.

FORTUNE: luck / chance (1)
 happiness / opportunity / money = 0

SKILL: talent / expertise / dexterity / knowledge / knowing what he was doing (1)
 experience =0

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QUESTION 3 : 5 marks (2 + 2 + 1) [From Paragraph 3]

Question 3(a)
 "life of
 marmoset
 in the cage"

2 marks
 The answer calls for understanding of the contrast, but do not insist on both sides of the contrast.
 Marks can be gained by reference either to the marmosets in the cage or the marmoset in South America.
 Award 1 mark for captivity / freedom idea and 1 mark for cramped / spacious idea. Insist on correct agent, but not on correct singular and plural.

A. the marmosets in the pet shop were in captivity / not free / in a cage (1)
 OR the marmoset in South America was not in captivity / was free / not caged

B. the marmosets in the pet shop had to fight for a place (to sit) (1)
 OR the marmoset in South America had plenty of space

Under A. lift of lines 21-22 'I was moved....America' =0. Candidates must distil the answer.
 Under B. accept lift of lines 20 –21 'had to fight for a place to sit', provided agents are correct, or lift of lines
 14- 15 ' a tiny marmoset..... open highway'. Excess denies.

Question 3(b)
 'Pavlo
 chosen'

2 marks
 A. he was always getting knocked out of the way // he was the one who never had a place to sit /space (1)
 B. he was the smallest (1)

Under A. accept lift of lines 24-25 'was always getting knocked out of the way".
 Accept as neutral extension lift of lines 23-24 'I felt I had to.....smallest one', but note that this is not sufficient to score under B. Candidates must distil the answer to B.
 Under B. lifting will not work.
 If more than two reasons are offered, mark first two only. Two correct answers in one limb = 1 max.
 But accept candidate's division.

Question 3(c)
 'moved
 by pity'

1 mark
 (my) heart went out (to) Excess denies. (1)
 Give 0 if more than one answer is offered. Accept the use of the correct expression in a sentence or longer expression provided that it is underlined or otherwise highlighted

QUESTION 4 : 1 mark

[From paragraph 4]

Question 4
 'family....
 doubtfully'

they thought a monkey could not live in a house / in a domestic situation / with them (1)
 lift of line 28 'how can a monkey live in house?' they asked = 0

QUESTION 5 : 1 mark

[From paragraph 5]

Question 5
 'friends'
 prophecies'

1 mark
 he would die within a year / soon / would not live more than a year // they would not keep him for long (1)

Accept the lift of lines 31- 32 'friends who saw him.....for long'. Accept as neutral extension lift of lines 32-33 'marmosets....in a cold climate.' But note that this alone = 0. Question is specific to Pavlo.

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QUESTION 6 : 2 marks

[from paragraph 6]

Question 6
'outcome of
Pavlo's

2 marks

Note that this is an own words question. Key words are DELICATE and INDESTRUCTIBLE. Do not insist on substitution for 'illness'. Look for required synonyms and be generous with grammatical form.

DELICATE

weak / frail / unhealthy
Accept opposites, e.g. not / less strong // not / less robust
Accept positive or comparative, viz weak or weaker etc.

(1)

INDESTRUCTIBLE

could not be destroyed // would never die / would live for ever

(1)

Could not be hurt / harmed / injured = 0 (N)

QUESTION 7: 2 marks

[From paragraph 8]

Question 7
'cat next door
...unawares"

2 marks

A. Pavlo hid (from the cat / her)

(1)

B. the cat / she was clearly/ obviously seen / clearly / obviously visible // was conspicuous (sic) (1)

Under A. accept the lift of lines 74-76 'Half-way along.....next door'. Excess denies.

Under B. accept the lift of lines 77-79 'she would spend..... unawares'. Excess denies.

If more than two reasons are offered, mark first two only. Two correct answers in one limb = 1 max.
But accept candidate's division.

QUESTION 8: 2 marks

[From paragraph 9]

Question 8
'attractive
about Pavlo'

2 marks

Note that this is an own words question. Answer lies at line 83. Key words are QUIRKY and AFFECTIONATE.

Do not insist on a substitution for 'personality and 'nature' but be sympathetic with attempts to render them in own words.

QUIRKY

unusual /not typical / one of a kind / no animal like him / special / singular / tricky / changeable

(1)

AFFECTIONATE

loving / caring / fond

(1)

QUESTION 9: 5 marks (5 x 1)

1. Mark only the first FIVE words attempted.
2. If more than FIVE are offered, cross out the excess and write RUBRIC.
3. For each word attempted, mark the first answer only when more than one answer is offered. A comma or the word 'or' indicates a second attempt.
4. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'thought' of and expected' for 'contemplated'.
5. For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*
6. Ignore mis-spelling if the word is phonetically recognisable.
7. Ignore errors of tense and grammatical form *but only if the meaning is correct.*
8. If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.

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	1 mark	0 mark	
unless			[Regard as 0(N)]
1. curious (line 1)	odd / unusual / strange / weird/ rare / singular		indicated as 0(W)] inquisitive (W)/inquiring (W)
2. intensity (line 11)	concentration / extremity / extreme / loudness / high pitched / sharpness / sharp		emotion / large
3. in profusion (line 16)	plentifully / abundantly / excessively / lavishly / everywhere / a lot (of) / many extravagantly / liberally / all over / in crowds		some /few / in groups
4. bundled (line 25)	thrust / hustled / shoved / pushed / rushed / put <u>quickly</u> / put <u>roughly</u> / put <u>hastily</u>		put
5. imitate (line 36)	copy / recreate / emulate / be the same as / resemble / be like / fake / fabricate		look at
6. blissfully (line 52)	happily / peacefully / joyfully / ecstatically / blithely		sleepily / heavenly
7. crack (line 54)	space / gap / opening / split / chink / slit		break / blow /damage
8. ferocious (line 62)	fierce / terrifying / angry / cross / scary / scowling / upsetting		ugly / bad / upset

QUESTION 10 : 25 MARKS (15 +10)

MARK TO A MAXIMUM OF 15 OUT OF 21 FOR POINTS. AWARD A MAXIMUM OF 10 MARKS FOR STYLE

NOTES:

- Points to be rewarded and their marks are indicated on the next page.
- Introductory Words

No penalty for omission; no penalty for any errors made in them or for incompleteness, but take into account any punctuation or grammatical error immediately following them when assessing Style.

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3. Length

Draw a double line where the introductory words end, or should end.

Count to 150 the number of words used by the candidate after the double line and write down this number at the bottom left of the candidate's answer.

DO NOT use the candidate's word-total without checking it.

STOP at 150 and cross out excess words.

(N.B. This maximum takes into account the ten introductory words to tally with Rubric of question, i.e. 160 words.)

4. Marking Technique

- (i) Indicate by numbered tick the point rewarded, e.g. ✓3
- (ii) Assign the mark-scheme number to points rewarded on all scripts.
- (iii) Assess qualities of Style separately. Add the Style Mark to the Content Mark and show as a ringed total in the right-hand margin.

5. For answers shorter than the 150 words apply the following maxima for the Style mark:

0-25 (0); 26-50 (2); 51-75 (4); 76-100 (6); 101-125 (8)

If the candidate uses note-form throughout the answer, give 0 for the Style mark but allow the points where they are clearly made.

7. Sequence errors

In general, only withhold the mark for a point if it is wildly out of sequence or totally unsupported. Do not penalise the point that then follows.

It was important for Pavlo to be warm and so.....

EACH POINT SCORES 1 MARK	Line No.
1. they turned up the (central) heating	35
2. they massaged his body /him with warm olive oil	36-37
3. they wrapped him in cotton wool (when he lay on his cushion)	39
4. they carried him around the garden when the sun shone	41-42
5. and placed him in patches of sunlight (in the garden)	42
6. they gave him a bottle filled with hot water in winter	47
7. and in summer	48
8. they gave him a (cabinet) drawer as a bed	49
9. and a piece of fur as a blanket	51
10. they closed the drawer (for extra warmth)	52-53
11. Pavlo climbed / got into the writer's bed	56-57
12. and went under the pillow	57
13. he went into the brother's bed	60

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14. and the sister's bed	62-63
15. sister bought a baby blanket for Pavlo / to wrap Pavlo in	64-65
16. Pavlo sat inside the lampshade / next to the bulb in the lamp	66-67
17. he had a cushion by the fire	68
18. He was given warm milk	70
19. the windows were kept closed (against draughts) in winter	71-72
20. Pavlo went into the garden / spent time on the garden fence in spring	72-74
21. he lay under (a cluster of) plants	74-75

(Candidates may write in first or third person. Where confused persons occur, indicate each change as single error and assess under UE)

SUMMARY QUESTION 1120-1125/02 & 1115/02: STYLE ASSESSMENT

The mark for Style incorporates **TWO** categories of writing, namely OWN WORDS and USE OF ENGLISH.

The table which follows on the next page provides descriptors of the mark levels assigned to these TWO categories.

In assessing the overall mark for Style, first of all assign the script to a mark level under the category of OWN WORDS.

Then arrive at the mark level for USE OF ENGLISH. *Before deciding the mark for this level, take the accuracy of the writing into account, in particular the absence or frequency of **serious** and **minor** errors. Indicate these errors by underlining.*

Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number.

Add this mark to the Content mark and show as a total in the right-hand margin.

THE NOTES BELOW SET OUT TYPES OF SERIOUS AND MINOR ERRORS

SERIOUS ERRORS

Wrong verb forms

Serious tense errors

Serious errors of sentence structure, especially in setting up subordination

Omission or obvious misuse of prepositions

Wholesale misunderstanding over the meanings of words used

Serious errors of agreement

Ingrained weakness of punctuation, i.e. the habitual comma replacing the necessary full stop

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MINOR ERRORS

Mis-spellings of a minor nature. Count as a serious error when the form of the word is severely mangled.

Obvious slips of repetition or omission.

Minor errors of punctuation, i.e. the failure to complete pairs of commas in parenthetical phrases/clauses, omissions of stops after introductory words like 'however'. The key here is to see how far the misuse or omission destroys the reading sense. Major destruction will count as a serious error.

Inconsistent American spelling.

Indicate serious errors by underlining or circling them. There is no need for assessment purposes here to indicate minor errors. Too many symbols on the script can be confusing for examiners and give an adverse indication of a candidate's real ability.

SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
10-9	<ul style="list-style-type: none"> • Candidates make a sustained attempt to re-phrase the text language. • Their expression is secure. • Allow phrases from the text which are difficult to substitute. 	10-9	<ul style="list-style-type: none"> • Apart from very occasional slips, the language is accurate. • Any occasional errors are either slips or minor errors. Sentence structure is varied and there is a marked ability to use own complex syntax outside text structures. • Punctuation is accurate and helpful to the reader. • Spelling is secure across the full range of vocabulary used.
8-7	<ul style="list-style-type: none"> • There is a noticeable attempt to re-phrase the text. • The summary is free from stretches of concentrated lifting. • The expression is generally sound 	8-7	<ul style="list-style-type: none"> • The language is almost always accurate. Serious errors will be so isolated as to be almost unnoticeable. • Sentences show some variation, including own complex syntax. • Punctuation is accurate and generally helpful. • Spelling is nearly always secure.
6-5	<ul style="list-style-type: none"> • There are recognisable but limited attempts to re-phrase the text detail. • Groups of text expression are interlaced with own words. • The expression may not always be secure, but the attempt to substitute the text will gain credit. 	6-5	<ul style="list-style-type: none"> • The language is largely accurate. • Simple structures tend to dominate and serious errors are not frequent, although they are noticeable. • Where sentences show some variety and complexity, they will generally be lifted from the text. • Serious errors may occur when more sophisticated structures are attempted. • Punctuation is generally accurate. Spelling is mostly secure. Errors may occur in the use of own and / or ambitious vocabulary.
4-3	<ul style="list-style-type: none"> • Wholesale copying of large areas of the text, but not a complete transcript, • Attempts to substitute own language will be limited to single word expression. • Irrelevant sections of the text will be more frequent at this level and below. 	4-3	<ul style="list-style-type: none"> • Meaning is not in doubt but serious errors are becoming more frequent. • Some simple structures will be accurate, although this accuracy is not sustained for long. • Simple punctuation will usually be correct, with occasional errors of sentence separation. • Spelling is largely accurate, but mistakes will occur in handling the more difficult words. • Irrelevant or distorted detail will destroy the sequence in places.
2-0	<ul style="list-style-type: none"> • Pretty well a complete transcript of the text expression. • Originality is barely noticeable. • There will also be random transcription of irrelevant sections of the text. 	2-0	<ul style="list-style-type: none"> • Heavy frequency of serious errors, impeding the reading in many places. • Fractured syntax is much more pronounced at this level. • Errors of sentence separation are liable to be frequent.

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Appendix

Pavlo

Friends who saw him, and who had any knowledge of animals, assured me that I would not keep him for long. Marmosets, they said, coming from tropical forests, never live more than a year in a cold climate. It seemed that their depressing prophecies were about to come true when, after six months, Pavlo became ill. We did all we could, therefore, to keep Pavlo warm. **We turned up the central heating** in the house to its highest temperature, trying to imitate the jungles of South America. **We massaged his small body with warm olive oil** and were pleased that he did not seem to be in pain. He had more olive oil in his special diet, which included such delicacies as grapes and pears. He lay pathetically **on a cushion, wrapped in cotton wool** for warmth, while the family took it in turns to look after him. Sunshine was what he needed plenty of, but our climate provided very little. So the neighbours could see us **carrying our invalid round the garden every time the sun shone**, carefully **placing his cushion in every patch of sunlight that appeared**. At the end of a month, Pavlo could move his feet slightly and twitch his tail. Soon he was his old self again, and we were delighted.

Instead of making him more delicate, Pavlo's illness seemed to make him tougher. Indeed, he appeared almost indestructible. However, after his recovery we continued to be anxious about his well-being, and **gave him a bottle filled with hot water in his bed at night during the cold winter**. He liked this so much that he would refuse to go to bed without it, **even in summer**. **We gave him a drawer in a cabinet in my room to be his warm bed**. Putting Pavlo to bed was quite a ritual. First, an old towel had to be spread in the drawer and the hot-water bottle wrapped in it so that he did not burn himself. Then came **Pavlo's blanket - a piece of fur** on which he would curl up and close his eyes blissfully. **We had to push the drawer closed for extra warmth**, except for a crack to allow for air. But Pavlo soon learned that by pushing his head into the crack he could widen it and escape.

Every morning Pavlo woke up early and found that his hot-water bottle had gone cold, so he went looking for alternative warmth. He scampered across the floor **and climbed into my bed**, burrowing **under the pillow for extra heat**. He stayed there, cosy and warm, until it was time for me to get up. Then Pavlo stood on the pillow chattering and screaming with rage. When he saw that I had no intention of getting back into bed to keep him warm, **he dashed to my brother's room and crawled into his bed**. Here he remained, stretched luxuriously until my brother got up. Then Pavlo screwed his face into a ferocious and most human scowl. Sometimes in his efforts to keep **warm he joined my sister for a quick snooze** before breakfast. This movement from bed to bed was a regular morning performance. **My sister even bought a baby blanket, and Pavlo liked to be wrapped in this** when he went to her room in the morning.

Downstairs he had plenty of heating. **There was an electric lamp in the sitting room and he liked to crawl inside the shade and sit next to the bulb**, basking in the heat. He also **had a cushion by the fire**, but he preferred the lamp and it was kept on all day for his benefit, so our fuel bills went up considerably. He insisted on having his meals with us, and particularly enjoyed fruit, jam and vegetables, always **washed down with warm milk**. **In winter we had to be careful to ensure that the windows were closed to prevent Pavlo from being caught in a cold draught**. In the first warm days of **spring, Pavlo ventured out into the garden, where his favourite haunt was the fence; he would potter up and down it**, catching spiders for himself. Half-way along this fence was a **cluster of glossy green plants, and Pavlo liked to lie under them to keep warm**, hiding from the big white cat next door, for this beast was obviously under the impression that Pavlo was a strange type of rat which she had to kill. She would spend hours stalking him, but, since she was as conspicuous as a ball of snow among the plants, she never managed to catch Pavlo unawares.

Pavlo lived with us for eight years. When he died, the house and garden seemed empty without his tiny presence. Even the white cat next door seemed depressed, for without Pavlo in it our garden had lost its appeal for her. Pavlo was a particularly attractive pet, and we mourned the loss of his unique personality and affectionate nature.